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THE Indiana School Journal.

VOL. III.

INDIANAPOLIS, MAY, 1858.

NO. 5.

IRREGULAR ATTENDANCE.

The evil of irregular attendance is one that has long engaged the attention of the Board of Education, and one that has hitherto baffled all the efforts that have been made for its removal. It is now universally regarded as the most dangerous evil that exists in connection with the free school system.

Near the close of 1857, the Board adopted the following rule, which took effect on the first of January, 1858:

"Any scholar who shall be absent six half days in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by his own sickness or by sickness in the family, shall forfeit his seat in the school; and the teacher shall forthwith notify the parent and Superintendent that the pupil is suspended. No pupil thus suspended shall be restored to school, till he has given satisfactory assurance of punctuality in the future, and obtained permission from the Superintendent to return."

The propriety or impropriety of adopting such a rule, involves grave questions, which lie at the very foundation of our system of free schools.

That education should be free and universal, is now the prevailing sentiment of this nation. The primary basis on which the doctrine of free schools rests, is the safety of the State. Uneducated men and women are regarded as a dangerous element in a free Republic. There are, however, many who still look with distrust upon schools entirely free, and the number

would be found to be much larger than it appears, if it were not for the odium of entertaining sentiments that are unpopular with the masses. Even among the ablest and most devoted friends of popular education, there are not wanting those who regard it as unwise to make our schools entirely free to children whose parents are able to contribute to their support. They believe that opportunities which cost nothing can never be fully appreciated, and that our schools can never rise to the highest order of excellence while those who enjoy their benefits do not put forth any direct effort to aid in sustaining them. The Hon. Henry Barnard, of Connecticut, one of the ablest and most devoted friends of education in the country, has long entertained this view of the subject. During the last year, an animated discussion on this question took place on New England ground, between Mr. Barnard and the Hon. George S. Boutwell, Secretary of the Massachusetts Board of Education.

The friends of free schools have much to fear from the arguments that are based upon the irregular attendance of scholars, and the consequent waste of so large a portion of the funds that provided for the support of schools. If this waste was as apparent as it is real, a remedy in some form would have long since have been demanded.

Let us take, for illustration, our own city. The average number of absences from all the Grammar and Primary Schools during the year, was more than one-fifth of the average number belonging to the schools. But if one-fifth of the children are always absent, there is an absolute loss of one-fifth of the expense of sustaining the schools, for it is obviously much easier to instruct any number of pupils that are punctual, than the same number that are habitually irregular in their attendance. The derangement of classes, and the time required to bring up lost lessons, are always more than equivalent for the time saved by any reduction of numbers that may be occasioned by absences. Here, then, is a positive loss to the city of more than \$12,000 during the year 1857. In two years, this loss amounts to a sum sufficient to build one of our first class school-houses.

But it is not the waste of money alone, that is sapping the foundations of our free school system. One of the principal objects in making the schools free and common to all classes, is to remove the danger of having an uneducated and vicious class of persons constantly growing up, to prey upon society. This ob-

ject is of course in a great degree lost, if those whom the schools are desired to raise from vagrancy and ignorance, are to regard them with indifference and neglect.

In this city, as in others, there is a class of parents who seem to regard the public schools as convenient places, where they may send their children on days when they happen to have nothing else for them to do. The consequence is, that many children have been in the habit of attending school only one or two days in the week—in some instances not more than two or three days in a month; often enough to retard the progress of the class with which they were connected, but not often enough to derive any substantial benefit themselves.

But there is another evil connected with the irregular attendance of scholars, that is seriously affecting the interests of free schools. The absence of a portion of a class, retards the progress of all the rest. It is safe to say that in many of the classes in our schools, the advancement has not been more than two-thirds or three-fourths as great as it would have been if the pupils had been punctual in their attendance. If all the members of a class were equally irregular, each pupil would suffer his own share of this loss. But the records of the schools show that more than one-half of the absences belong to less than one-fifth of the scholars. Here, then, is a most glaring injustice. Parents sometimes claim that they have a right to keep their children from school when they please, without stopping to consider that other parents, whose children are uniformly punctual, have also a right to expect that they will not be kept back in their classes by those who are habitually irregular.

Heretofore this right of the few to hinder the progress of the many, has been yielded; while the right of the many to advance without these impediments, has been disregarded. A large portion of the children that are taken from the public schools and placed under private instruction, are transferred from that cause; while many of the parents whose children still remain, have an abiding feeling that their rights are disregarded for the gratification of those who are indifferent to the education of their own children.

Every one at all conversant with our schools, is aware that most of the absences that occur, are occasioned by the carelessness and neglect of parents, and not by any real necessity.

If this evil is to continue unchecked, our schools can never reach a high standard of excellence, and many parents will contrive to send their children to private schools, rather than submit to the annoyance of having them classed with those who have no ambition to improve, and who are not willing to put forth the necessary effort to establish habits of punctuality.

On the other hand, if the *rights of all* shall be equally regarded, and an ordinary degree of regularity in attendance upon the schools shall be made a condition of membership, then may we expect that our schools will continue to advance, and become more and more worthy of all classes in the community.

I have taken the liberty to present these views, because it is vain for us to close our eyes against evils that threaten the stability of our noble system of public instruction. I believe that this system is destined to triumph, and that, in the future history of the country, the common schools will be entirely free. But of nothing do I feel more fully assured than this, that if the free school system is finally to prevail, it must be by reducing it to a rigidly economical basis, and by treating the rights of all with equal consideration.—*Extract from Report of W. H. Wells, Supt. of Schools, Chicago.*

PHYSICAL EDUCATION SHOULD FORM A PART OF SCHOOL INSTRUCTION.

Without delaying for a formal definition, we shall regard physical education as being that system of instruction or training which secures health, strength, and gracefulness of body. In viewing this subject, we can see but three propositions which in the hands of the objector can lie to the contrary, viz.:

- 1st. The object proposed is unimportant.
- 2d. It is not demanded.
- 3d. It will be otherwise effected.

The first of these, though far the weightiest, finds at this day of educational progress so few defenders, that we need dwell but briefly. Recognizing the inhering relation of mind and body, we think a question or two sufficient to suggest a train of thought that will lead the mind of the objector to a correct conclusion.

Hence we may ask, who has not seen hundreds of youths with stooped shoulders and a consequent compression of chest and lungs, which will ultimate in pulmonary consumption, if physical training (not training in physic) shall not speedily bring aid.

Also how common to see young men—educated, brilliant young men, go from our seminaries and colleges, with the physical man developed in the inverse ratio of the intellectual? Further, who does not hear almost annually the dirge of some lamented Kirk White or Summerfield? or see the strong wing of genius, while bearing its possessor high into the intellectual empyrean, suddenly quiver and fall forever, because of a shaft from the inexorable avenger of physical wrongs?

Or more directly, let the objector look over the nomenclature of youthful ailments, as curved spines, defective sight, broken voice, cough, dyspepsia, and others almost innumerable, placing at the same time, beside this, a list of popular advertisements, as supporters, shoulder braces, inhalers, balsams, pectorals, catholicons, et cetera ad infinitum; and then from this stand-point, let him declare concerning the importance or *non-importance* of a system of education that aims at the prevention of these evils. We shall not anticipate his answer, but leave him to speak for himself, he being of age.

2d Objection. Physical education is not demanded by patrons, therefore is to be neglected. We are not ignorant of the fact, that there is a politic force in this position, but not force sufficient, we hope, to control the action of the right minded teacher.

If so, he forfeits his high claim of reformer, and to some extent even that of benefactor. He lays down the formula, that I am not to do good to my neighbor, unless he (my neighbor) is willing; interrogatively expressed, "Am I my brother's keeper?" This admitted, and the divine doctrine of "Watch over thy brother in love," is a nullity. Not only thus, but the ablest educator of the land is no longer the good genius of society, walking toward the *Ultima Thule* of knowledge, holding high the torch of truth to light others onward, but is the mere organ of public opinion and prejudice, the veriest factotum of community, intelligent or unintelligent, in which he labors. Hence to us it is clear, that this objection is not only erroneous, but absurd.

3d Objection. Physical education will be otherwise obtained, hence does not belong to the school-room. First, in answer, we

may assume, that there is a growing tendency in this age to transfer the educational labors of home to the school-room. And of this, transferred or relinquished at home, stands prominently physical education. Daily observation confirms the truth of this assertion, hence we can not look to family training as a sufficient means to the end proposed. Secondly, this education can not be reached by observation alone. Perhaps of the three elements of this education, i. e., health, strength, and gracefulness, the latter is more nearly learned and maintained by observation than either of the others, but even this is not wholly effected by this means. For evidence, go into the schools in certain of our rural districts, (and if you live in the city you need not always go so far,) and notice the indications. An advanced class being called on to the floor to recite, your eye traces that line of youthful faces, resting with hope on the broad brow of one, the quick eye of another, or the earnest countenance of a third. But as they settle into their places, your eye traces this line again, noting first, John, who, scrupulously economic of both capital and time, is intently trimming his nail with his teeth. Further on you see Peter's elbow thrown sluggishly on to William's shoulder, whilst his lower limbs are swung into a position that quite fills the measure of "Hogarth's waving line of beauty;" whilst a third being too short to avail himself of the support of his neighbors, furnishes you with angles and curves sufficient to illustrate the leading properties of trigonometry, both plane and spherical. Ascending to our higher grade institutions, they unfortunately do not always show an exemption from like defects. Now in all these there exist examples to the contrary, and some numerous and striking, furnishing abundant material for observation to act upon, yet the end is not attained. Hence, if observation fail in this, much more must it fail in ascertaining and applying the numerous and intricate laws of health; consequently this objection does not lie against our position.

We had intended viewing this subject affirmatively in our closing remarks, but our article being already lengthy, we desist. We may however say, that since whatever excellencies are common to a generation in the school-room, are sure to stand out in the adult life, we may claim the school-room an efficient means to reach this important end, viz.: Physical Education.

Whether we shall have succeeded in calling the thoughts of any seriously to this subject, we may say, we hold an abiding

conviction of its importance, also like convictions that there is in many cases a culpable neglect in this department. Further we may say, that we hope that the time is not very distant when this subject will claim the careful attention of teachers; yea, claim it to such an extent that he who totally neglects it will be considered deficient as an instructor, being regarded in his profession as "one who runs without being sent."

If after reading the above in print, we shall be persuaded that it is of sufficient merit to persuade a single teacher to such a conviction of the importance of the end proposed as to cause him to cast about in search of the means, we shall, in another article, try to make some practical suggestions.

G. W. Hoss.

WORDS ABOUT WORDS.

Sir James Mackintosh has well said that, "in a language like ours, where so many words are derived from other languages, there are few modes of instruction more useful or more amusing than that of tracing out the etymology and primary meaning of the words we use. There are cases in which knowledge of more real value may be conveyed from the history of a word than from the history of a campaign."

An examination of almost every word employed in this quotation would confirm its truth and illustrate its meaning. Take the principal one—the word *derive*. It means primarily and in its etymology, *to flow out from*, as a river from its source; the last syllable of *derive* is indeed identical with the word *river*. When we speak of a word being derived, therefore, we employ, though often unconsciously, a very poetical figure, and suggest the idea that it branches out from its simple original meaning into various ramifications, and passes through many changes in its course; and when we speak of tracing out the derivations of a word, we mean that we will follow the course of this river up to its fountain-head.

Let us begin with the term *Pagan*. The Latin word *pagan* meant villagers; indeed, our word *peasant* seems to have been formed from it. But it was among the rural population that

Christianity spread most slowly; so that, at a time when the inhabitants of the large cities—the centers of mental activity and intelligence—had, for the most part, received the Gospel, the peasants, or *pagani*, still continued to worship their old deities. Hence this word began to suggest the idea of idolatry, and at length came to express it exclusively, so that *idolater* and *pagan* became synonymous.

The history of this single word is sufficient to disprove the allegation that the spread of Christianity in its early ages was due to the ignorance and superstition of its converts, since it shows that they were drawn from those who were the least open to this charge.

The word Pagan is by no means the only name of reproach derived from the rustics. *Villain*, or *villein*, as it was formerly spelt, is just *villa-in*, that is, a servant employed on a *ville* or farm. *Churl* (from which comes our name Charles) meant originally a strong man, and then a rural laborer. A *boor* was a farmer; and a neighbor was simply a *nigh boor*. A *coward* was one who *covered* in the presence of an enemy; a *caitiff*, one who had allowed himself to be taken *captive*.

Valor and *value* are the same word, and were spelt alike till the reign of Elizabeth, the *valor* of a man being regarded as his *value*. The same feeling is contained in the Latin word *virtus*, virtue. Its etymological signification is that which is becoming in a *vir* or man; this the Romans deemed to be military valor and fortitude pre-eminently. A virtuous man, in their esteem, was a brave soldier. Among their degenerate descendants, a *virtuoso* is a collector of curiosities and articles of taste!

But our language is not without indications that the people retaliated upon their rulers in giving ill names. Our word *cheat* seems clearly derived from the *escheats* or legal forfeitures of property to the king or feudal lord, and which were often enforced under false pretenses.

The word *exact* has two meanings—as when we say any thing is exactly correct, and when we speak of an extortionate exaction. It is derived from the Latin word *ex-actum*—forced out. The connection between these various and seemingly discordant meanings is seen when we remember that the claims of the feudal lords upon their serfs (or *servants*) were so exorbitant, that if *exactly exacted*, the *exaction* had to be forced out from them.

The suspicion with which all classes regarded learning is clearly indicated by one of the terms for magic, *gramarye*—that is, grammar. A *spell*, or something read, was a magical incantation; a witty or knowing person was a *witch*.

As a contrast to those expressions which connect rudeness with rusticity, we may point out such words as *urbane*, *civil*, *civilize*, *polish*, *polite*, as all indicating the life or deportment characteristic of a citizen—*urbs* and *civis* being the Latin, and *polis* the Greek terms for a city. From *polis* we likewise get politics and policeman. *Courtesy* and *courtship* clearly enough originate with the *court*; and when a lady would be courteous, she makes a *courtesy*.

From the court to the king is an easy transition. In our present use of the terms, to say that *kingship* implied cunning, would be invidious; but a cunning man is originally one who *kens*, as our Scotch friends would say—that is, a *knowing* man—our Teutonic ancestors regarding knowing and doing as so closely connected, that to *ken* and to *can*, or to be able, were identical with them. The *king*, therefore, was he who knew most and could do most.

Queen, or *quean*, like the Greek *gu'ne*, with which it is connected, originally meant merely woman, then wife; and hence *the queen* came to point out the wife of the king by pre-eminence. *Noble* is for *notable*, or known man. *Peer* means equal to, or on a *par* with, and originated in the equality of nobles in the feudal times. A *duke* is a *dux*, or leader; a *marquis* had charge of the marches, or frontiers of the kingdom.

A *count* had the jurisdiction of a county, and gained his title from being a *co'mes*, or companion of the king; a *viscount* was *vicecount*; an *earl* and an *alderman* are now very remote from one another, but both are titles of honor derived from seniority—they are early or elder men; a *baron* is a barrier, or defender; a *baronet* is a little baron; a *sheriff* is a shire-reeve—the *reeve* being an officer whose duty it was to levy fines and taxes.—*Sargent's School Monthly*.

THERE may be more water in a flowing stream only four feet deep, and containing more force and more health, than in a sul-
len pool thirty yards to the bottom.

PRACTICAL TEACHINGS—No 2.

READING.

The subject is too extensive to be treated minutely in a single essay. I shall therefore touch only upon a few points. I shall offer no suggestions as to the best manner of teaching the Alphabet, the usual method of learning to read, for the simple reasons that I prefer the phonetic system, and that this can be adopted by any one who chooses to take a little trouble to make herself familiar with it. Passing this period, I have a few words to say on the teaching of primary reading; the teaching of scholars in the first and second readers.

The first error into which the inexperienced teacher of reading is likely to fall, is in the length of the lesson. Young teachers fear lest parents will complain that their children do not progress fast enough. It requires real moral courage to give as short lessons as scholars ought to have. Another mistake is in supposing that little children can not be expected to read with the same accuracy in tone, emphasis, and inflection as older scholars.

Now, the length of the lesson should always be determined by the amount which children can learn to read well, and by *well* I mean what would be called well in any one. A single paragraph, a single line, half a line, or even a single word may sometimes be all which should profitably be given for a lesson. A peculiar tone may be required for the correct utterance of some word, which, faithful labor on the part of both teacher and scholar may not secure at a single recitation. I am aware that in children of this age, there are two objects to be gained in reading: first, familiarity with words, and second, training of the vocal organs; but if faithful attention is given to the spelling exercises, there will be time to dwell upon the reading sufficiently to give proper vocal training, without at the same time interfering with proper progress in the acquisition of language. No very definite idea of the length of the lesson can be given. It is safe to say that in nine cases out of ten, teachers give too long lessons. The accuracy of the recitation should be the guide. And every thing will depend upon the teacher's standard of accuracy. The scholars will go by that standard, be it high or low. The same exactness should be required in reading as in any other recita-

tion. It is too common for children to consider reading an exercise which requires no study, and this arises solely from the fact that the recitation is conducted in such a manner by the teacher as to produce this impression. There is one thing which must be kept always prominently before the class. "There is a right way and a wrong way of reading this lesson, and we must get the right one. This word is to receive this kind of inflection, and that one is to receive another kind. This word is to be pronounced in this way. Here the voice must fall; there it must be kept up." I have observed that many teachers are in the habit of making corrections after the scholar has finished the reading exercise. If a teacher would satisfy herself of the entire want of value which such corrections have for little children, call upon that scholar again whose mistakes you have thus corrected, and in nine cases out of ten the same errors will be repeated in a second reading. It is necessary that the pupil should make the corrections after they have been pointed out, and generally this will be necessary many times before the right takes the ready precedence of the wrong in his mind. As the mistakes which one scholar makes are the same that others of the class would be likely to make, call upon them to read the same exercise. Let it, if difficult, pass throughout the entire class. Thoroughly master the error; make the class feel that it is mastered, put fairly beneath their feet, and they will share with the teacher in the triumph of having conquered. Let the work of the next day be a repetition of the preceding, except that a new error is to be overcome, a new wrong is to be made right, and so day after day let each lesson present something positively wrong, which is to be made as distinctly and positively right. I conceive that this one idea lies at the basis of all true teaching of reading. It is not only the basis, but it comprehends the whole; it is all there is of it.

The remarks which have been made in regard to little children are equally applicable to those more advanced. In addition to the simple reading exercises, others should be introduced, according to the age and intelligence of the scholar, as, for example, the definition of words and phrases, some account of the author of the piece, historical references, and an expression in the scholar's own language of the leading ideas in the reading lesson; the reasons for the inflection, emphasis, and tones used, and any other points which may fully insure a complete acquaint-

ance with the lesson. The discussion of this branch of the subject, however, is not within my present limits. It is to the simple reading that I would confine myself. As I have said, a like plan should be pursued with older as with younger scholars. If the object be only to give a knowledge of words, let the exercises be conducted so as to secure that, and be sure to see the evidence of faithful work on the part of the pupil. If the object be to read a piece correctly, then let the right and wrong stand out in bold relief, clear as the lights and shades of a picture. Do not grudge any amount of time in securing that which has been shown to be right. As an illustration of the method the writer would pursue with advanced scholars, I would say, that quite recently, in the High school under my care, the seven lines from Shakspeare's Richard III., on page 264 of McGuffey's Fifth Reader:

Brak.—"Why looks your grace so heavily to-day?"

Clar.—"Oh, I have passed a miserable night," &c., occupied the highest class four days. The idea was that until the voice could correctly express the tones in those lines, it was useless to go on with the rest of the piece. At the expiration of the time, not being satisfied with the result obtained, the piece was abandoned for a time, and another of somewhat similar character selected, in the hope that through the second the first might, after a time, be mastered.

Where vocal training especially, is the object sought, the lesson should of course be studied aloud. As well might a pupil in music mutely practice her exercises, and expect from that kind of practice to acquire skill, as for a scholar to expect vocal training from a reading lesson to which he gives no vocal practice in the preparatory study.

In regard to rules for reading, we can not better express our ideas than in the following remarks of R. G. Parker, in the "Teacher and Parent:"

"I have long been convinced that a good reader was never made by rules. Under the guidance of taste, judgment, discrimination, and good sense, the pupil will arrive at a better style of reading than when cramped by a rule, or confused by directions. The only rule that I esteem of any value, to one who is learning to read, is this: Study the meaning of what you propose to read—and, when you thoroughly understand it, pro-

nounce it with the same tones, emphasis, pause, and accent, that you would use if you were uttering the same sentiments in common conversation."

THE FIRST AND SECOND COMETS OF 1858.

A faint telescopic comet was discovered at the Observatory of Harvard College, on the evening of January 4th, 1858, by Mr. H. P. Tuttle. The same body was independently found one week later by Dr. Bruhns of Berlin. From observations made at Cambridge, Mass., and Ann Arbor, Mich., its elements have been computed by Messrs. C. W. Tuttle, James C. Watson, T. H. Safford, and A. Hall; the result in each case coinciding so closely with the elements of the second comet of 1790, as to place its identity wholly beyond doubt. Its period is about thirteen years and eight months. It has returned therefore without detection in the years 1803, 1817, 1831, and 1844. Its next return may be looked for in August or September, 1871.

The second comet of 1858, was discovered on the 8th of March, by Dr. Winnecke, of Bonn. This has proved to be identical with the third comet of 1819, whose period was computed by Encke to be five years and seven months. It must therefore have returned unperceived a number of times in the interval of thirty-nine years. The motion of each of these comets is direct. The inclination of the latter is but ten degrees. Its perihelion is immediately exterior to the orbit of Venus. Its near approach to this planet, therefore, at some future return, may enable astronomers to determine more accurately the mass of the latter, in the same way as Encke's comet has led to an approximative estimate of the mass of Mercury.

D. K.

TEXT-BOOKS IN THE CLASSICS.

It seems to me there is need of reform in regard to this matter. There is too great expense in learning Greek and Latin. A boy is put into Latin Grammar and learns it. He then reads

the Latin Reader. These books in general are studied thoroughly, or should be. Cæsar comes next. Andrews' edition having a vocabulary, is the cheapest, and retails at a dollar and a quarter. How much is Cæsar usually read? Few perhaps cross the bridge, which is not half way through. Then comes Cicero's orations, costing a dollar. The four orations against Cataline are as much as most boys read of this book. Then half of Sallust. Then one-fortieth of Virgil, ditto of Horace, possibly all the Germania and Agricola, a tenth of Lincoln's Livy, &c., &c. In Greek it is the same or worse. Now, I am a father with only one child to supply with books, and a teacher who furnish my scholars with books. But there are many parents who have several children and who do not keep books to sell. They naturally feel irritated at an order for a new Latin or Greek book, when the last one was bought but three months ago, and is not *soiled* more than fifteen or twenty pages. Our State University clings to the Græca Majora, and is the only college in the State that does. It has been a common objection to that compilation, that it contains only "extracts," and "it is desirable to read entire works." But where are entire works read? How many of our college graduates have read all of Cæsar, Virgil, Demosthenes, and Horace? Will not some enterprising publishing house issue an edition of the Græca Majora with English notes, and a Latina Majora with brief notes by competent scholars?

CHIPS.

EDUCATION IN IRELAND.

George Sumner, Esq., of Boston, in a lecture on Education in Europe, makes the following statement in regard to Ireland:

"A striking illustration of the evil which must result from an attempt to make the common school system the agent of proselytism, is afforded by the history of Ireland. For years, her schools were bound down by the most oppressive features of religious intolerance. England had made two successive attempts to convert the nation to the belief of its Established Church, through its seminaries of learning. There was a stringent provision of law in past days, which forbade a Catholic to teach school, under the most stringent penalties. For the first offense,

the punishment was transportation, and if it was repeated, the usual rewards for treason—hanging, drawing, and quartering—were bestowed upon the believers of a different faith who dared to sow the seeds of education. Nor is it long since the effects of this arbitrary distinction passed away. As late as 1844, the keeper of a Dublin boarding school sued an English attorney for the support and tuition of his children for half a year. The attorney put in the plea that the teacher was a Catholic. The fact that the children had been boarded, lodged, and instructed for six months was not denied, but because the proprietor of the school was a Catholic, he could not by law claim any reward for service rendered.

“The first schools or colleges established by the English Government in Ireland were notoriously and confessedly sinks of proselytism. Every attempt was made to convert the students to the faith of the Established Church, and though a district might contain thousands of Catholics, and not a dozen Protestants, penalties were provided by law against every Catholic who should attempt to teach school. Nevertheless the provision was evaded. Catholic children were gathered together under the shade of hedges, and instructed by teachers of their own persuasion. And thus was established what was known as the Hedge School.

“Toward the close of the last century, the British Government made an attempt to establish a system of education in Ireland which should have no regard to religious belief. Five millions of dollars were appropriated, magnificent buildings erected, a directory established, and a code of regulations formed. It was decreed that while good morals and a regard for the teachings of the Bible should be sedulously inculcated, no attempt should be made to interfere with the religious belief or prejudices of any pupil. And so the system went into operation, upon a non-sectarian basis, under which no proselytism was to be attempted. But in a short time, the leaven began to work, and the cloven foot thrust itself forth. The children, once separated from their parents, and brought under the domination of these schools, most strenuous attempts were made to drive them into a system of religion. The institutions were transformed in convents, and their great purpose and object was the conversion of Catholic children to Protestantism. In 1784, John Howard, the philanthropist, having finished his inspection of the prisons and asy-

lums of Great Britain, turned his attention to these convents, and reported that the five millions of dollars were being expended in imprisoning, starving, beating, and converting fourteen hundred (thousand?) Catholic children. A committee was appointed on the strength of this charge to examine into the matter, and reported the same state of facts. Of course, after such a complete and thorough expose, the deception could no longer be maintained. The convent system fell through, and Ireland returned again to a condition of complete isolation from all efforts for the dissemination of knowledge."—*N. Y. Teacher.*

Mr. H. B. WILSON has sent us the following graphic account of the Upper Mississippi, and the region round about. We insert it at the risk of losing others of our most efficient teachers, for, as we have noticed elsewhere, Mr. W. was not able to withstand the attractions of the country he so glowingly describes.—[ED.]

THE UPPER MISSISSIPPI.

Not long since, upon a pleasant evening, I took passage at Prairie du Chien upon the magnificent steamer Milwaukee, bound for the Upper Mississippi. This is the season of the year when every route leading to the Great North-West is thronged, and all the cars and steamboats headed in that direction are crowded to their utmost capacity. I was one of three hundred who made the trip to St. Paul on one of those floating palaces of this section of the "Father of Waters." State-rooms could not be obtained at any price, and berths upon the floor or seats at the table were at a premium. Elbowing my way through the throng that filled the social hall in front of the cabin, and gazing upon the sleepers occupying every foot of the cabin floor, I instinctively exclaimed, "this is going to Minnesota." Nowhere on this continent have I viewed scenery more grand and interesting than upon the Upper Mississippi. This is the season when all nature is gay, when the hills and vales are robed in their richest green. The bluffs and slopes, here and there, are precipitous and rugged, and present a castellated front of rock from two to five hundred feet high, almost overhanging the water; again sloping gradually down to the water's

edge, bedecked with clusters of small oak trees and flowers of almost every variety and color, they extend along the river on either side for hundreds of miles, and are as various as extensive. Many of these bluffs are but the termini of a succession of equally high and beautiful ones of similar character, but of every shape and size, stretching away up the valleys of the tributary streams, and from which diverge other ranges of hills on the banks of its tributaries, which hills are smaller in size but no less beautiful.

The bluffs along either shore of the Mississippi are from two to five miles apart. The river winds its serpentine course along this valley, now washing the base of the jutting cliffs on the one shore, for miles, while those on the opposite side are seen overtopping the woodland in the valley intervening; again, it is divided into many different channels and interspersed with thousands of beautiful islands clad in densest foliage; then it turns and meanders its way to the other shore, bathing the feet of the beautiful sloping hills, rounded with taste and skill such as no art of man can imitate, and covered with trees, many of them evergreen, arranged as regularly as if they were set out by the gardener, and covered with grass and flowers to the very summits.

At intervals along the river are located many beautiful villages, inhabited by a thriving, go-ahead set of Yankees. Among these may be mentioned Prairie du Chien, La Crosse, Winona, Wabashaw, Lake City, Red Wing, Prescott, Hastings, and many others.

One hundred miles below St. Paul, the traveler, as he ascends the river, enters Lake Pepin. This beautiful sheet of water is twenty-five miles long by an average width of about five miles. The bluffs are very precipitous on either shore, and the distance between them does not differ much from the space between them for a hundred miles below, and, in the language of a journalist, "it would seem that the lake was made by weeding out the islands, and thus leaving the base of the bluffs to be bathed by the Father of Waters."

At the bend of the lake upon the Eastern shore is a conspicuous promontory, celebrated in Indian annals as the Maiden's Rock. From this rock, so the story goes, Winona, a pretty Indian girl, daughter of a chief, threw herself into the lake, rather

than marry the Indian she did not love. The water of the lake is clear as crystal, and the shores gravelly; the bottoms being covered with pebbles of almost every variety of material and shade of color; among which are very beautiful cornelians. The shores of the lake and the river above are lined with an immense number of logs, and steamers are engaged in towing rafts of pine logs across the lake, from the booms at its head to the current below.

THE FALLS OF ST. ANTHONY AND ENVIRONS.

The Falls of St. Anthony are situated 835 miles above St. Louis, and are the first obstruction to the navigation of the Mississippi. Here the river falls some twenty-seven feet over a precipice of lime-stone. These falls were discovered by the missionary, "Father Hennepin," as early as 1680, and were called by the Indians *Minne-ha-ha* (laughing water); but "Hennepin named them after his patron Saint, St. Anthony." "By the Ojibways they were called *Minne-o-wah* (falling water)." These falls have been a point of attraction for years past, and will ever continue to be. The number of visitors will increase, as the scenery on the Upper Mississippi, and the grandeur of these cataracts, "the crowning glory of the North-West," become known to pleasure seekers.

In 1849 there was but one house at the Falls. Now there are twelve thousand people in the two cities of St. Anthony and Minneapolis. The first of these is situated on the East side of the river, and the latter upon the West side. They are connected together by three bridges, one of them a beautiful suspension bridge. As a work of art and beauty, it can hardly be surpassed, while at the same time it has the appearance of great durability and solidity; its massive cables being firmly anchored on either side in the solid rock. The banks of the river, which for two hundred miles below St. Paul are flanked by high bluffs, here sink down to a plateau, and extend back from the river, on either side, in a broad extended prairie for miles. The admirable situation of these cities of the falls for manufacturing purposes is the first idea that strikes the mind, as one surveys their location. Situated on the great river whose waters never fail; the banks above the cataract almost level with the water; a descent of some sixty feet within a mile; the channel here being conveniently divided by islands easy of access, and affording

unequaled facilities for the use of the water-power, both banks being capable of being sluiced for mills, and the water used to an unlimited extent; abundance of stone at hand suitable for the erection of manufacturing edifices—form a combination of advantages seldom found in the same locality. To this we may add that it is at the head of navigation on the Mississippi, surrounded by an agricultural district which is surpassed by none in the Union, and you have all the elements to constitute a great manufacturing metropolis.

About half a mile below the falls, on the St. Anthony side of the river, is Cheever's observatory. It is in full view of the falls. This tower is about one hundred feet high, and affords an unsurpassed view of the rapids and cataract, of the beautiful cities of St. Anthony and Minneapolis, and of the wire suspension bridge, spanning the "Father of Waters" between them; also, a view of an immense extent of country in every direction, forming one of the most charming and extensive landscapes in the United States.

Six miles from Minneapolis is Fort Snelling, situated upon a bluff at a point where the Minnesota river empties into the Mississippi. The road is over an extensive prairie, unsurpassed for fertility. Just before reaching the Fort, the traveler crosses a small beautiful stream of some sixty feet in width, dancing along over its pebbly bottom. A hundred yards below where he crosses this stream, it leaps over a perpendicular ledge of lime-stone 60 feet into the basin below, forming the beautiful falls of Minne-ha-ha—laughing water—after which Mr. Longfellow has named the Indian girl in his song of Hiawatha. I visited these falls and the Fort, in company with Dr. Anderson, of Minneapolis. Leaving our carriage near the road, we clambered down the bank by the aid of projecting roots and shrubs, and approached the fall of the Laughing Water, which whitens into foam as it descends, and drives up a cloud of spray from the pool below. The water is poured over a shelf of rock in a semi-circular form, as regularly shaped as if fashioned by a mechanic; and under this shelf we passed behind the fall around to the opposite side, dry-shod. A neater fall could not be formed by all the arts of man. After viewing the falls we returned to Minneapolis by way of Lakes Harriet and Calhoun. The Lakes are about six miles from Minneapolis, and the same distance from the Fort; the stream upon which the little falls are situated

forming their outlet. These Lakes are each about three miles in length and two in width. They are two beautiful sparkling gems, encircled by a thin belt of thrifty young oaks. The water is clear as crystal, and having a fine pebbly bottom, they are filled with an abundance of fish.

Minneapolis is but four years old, yet it contains a population of over four thousand. It contains one of the most splendid and spacious hotels in the North-West; and one of the finest and most conveniently arranged school-houses, of its size, I ever saw. It has also some beautiful churches. Col. Stevens, the first settler, who has watched the rise and progress of this place, thus speaks of the future: "We now look for a more rapid growth for Minneapolis than has characterized any other town in Minnesota. Its water privileges and manufacturing advantages are unequaled. It is surrounded by a magnificent farming country, the very garden of Minnesota. It has been settled by a population, which, for energy, education, enterprise, and industry, has nowhere a superior.

"Within another five years, and when two or three more bridges shall have spanned the Mississippi, we look to see Minneapolis and St. Anthony united under one corporation, and constituting one great city, which will know no superior North-West of Chicago, in point of population, enterprise, and wealth."

This point is a gem of a place—the center set of nature's brilliants, around which she has placed Lakes Calhoun, Harriet, Clear Lake, Minnetonka, and that *prince* of gems, Minne-ha-ha!

SCHOOLS IN MINNESOTA.

No portion of the United States has more liberal appropriations for educational purposes than Minnesota. Every sixteenth and thirty-sixth sections, in every township, is reserved and set apart for the support of common schools. There are already schools in almost every town and village. At St. Anthony is located the State University. One wing of the building is already erected. When completed, according to design, it will be one of the most capacious and splendid college edifices in the Union. It is of massive cut stone.

The Hamline University, at Red Wing, is a chartered institution, with donations sufficient to erect a commodious college edifice. It has already an attendance of one hundred and fifty students.

The day is not very far distant when the young State of Minnesota will occupy an enviable position among her sister States of the great North-West. It is being settled by a good class of people, mostly from the New England States. They *will* have good schools. They *will* educate their children, and teach them the eternal principles of morality, freedom, and equality.

H. B. W.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

SOLUTION OF M.—By J. E. HENDRICKS.

Let F be the lower focus of the ellipse from which as a center describe a circle whose area shall be equal to the area of the ellipse. Let FA be the distance to the nearest extremity of the major axis, and FAA' a radius of the circle. Then, by Kepler's law, if two planets were to start at the same time, the one from A and the other from A' , they would perform their revolutions, the one in the ellipse and the other in the circle, in the same time. Let C represent one of the points in which the circumference of the circle intersects the ellipse and C' , a point in the circumference of the circle between A' and C . Now let C and C' be the positions of the two planets at the same time; the angle AFC' is called the mean, and the angle AFC the true anomaly; and their difference, or the angle CFC' , is called the equation of the center. The question therefore is simply to find the line FC when the angle CFC' is the greatest. Now as the angular velocity of the planet moving in the ellipse will be greater at first and afterwards less than the angular velocity of the planet moving in the circle, it is clear that the difference between the angular distances passed over by the two bodies, will be the greatest when their angular velocities are equal. But by Kepler's law their angular velocities will be equal when the radius vector of the ellipse equals the radius of the circle. Hence, let

$x=FC$, the required distance. Also, let a =the semi-major, and b =the semi-minor axis of the ellipse. Then we shall have πx^2 =the area of the circle, and πab =area of the ellipse. But by hypothesis the area of the circle equals the area of the ellipse. Hence $\pi x^2=\pi ab$, or $x=\sqrt{ab}$. Ans.

[This problem was answered the same way by *Jacob Staff*. The solution by *G. W. Hough* was long, and resulted in a complicated expression, which we have not taken the trouble to verify. *Stevens* "concludes that its distance from either focus is equal to the semi-major axis."—See Robinson's *Ast.*, pp. 84 and 85.]

SOLUTION OF No. 66.—BY JOSEPH HUNT.

Transposing $9cd^2x^2$ and the known term and extracting the square root we get

$$\begin{aligned} 2ax+ac^2+bd^2 &= \pm 3dx\sqrt{c} \\ \frac{ac^2+bd^2}{2a \pm 3d\sqrt{c}} \\ x &= \frac{ac^2+bd^2}{2a \pm 3d\sqrt{c}} \end{aligned}$$

[This was also solved by *W. H. Powner*, *Hough*, *Staff*, and *J. Pool*. *Pool*'s solution was the longest possible.]

SOLUTION OF No. 67.—BY W. W. ROBERTS.

Transposing— $12x$, adding $4x^2+4$ to both sides, and extracting the square root, we get $x^2+2=\pm 2x\pm 3$. Taking the positive sign, x is found to be $=1\pm\sqrt{2}$, and taking the negative sign, $x=-1\pm\sqrt{-4}$.

[This problem was also solved by *Stevens*, *Staff*, *Hough*, and *Crumbaugh*.]

REMARKS.—We have received no solutions to *L* and No. 65. The proposer, *J. E. Hendricks*, has sent two solutions to No. 64, one of them being by Calculus. His answer is $\frac{5}{3}\sqrt{15}$. *Hough* and *Staff* have also sent solutions which involve trigonometrical functions. Their answers are respectively 6.456 and 6.455 ft. *Staff* writes thus of *Alsop*'s solution to No. 48, which he has seen, although we have not yet published it: "Mr. *Alsop*'s *discussion* is all *conclusion*; rather a scholium succeeding a long discussion. He and others take views of this question that I have not been able to come at. If any one will take the trouble to

subdivide a square into 144 squares and mark with a and b what they respectively mow, giving " a " the outside, and when done, count each, he would see the truth of our solution."

PROBLEM N.—BY H. B. WILSON.

In what time will \$50 at compound interest amount to the same sum that \$100 will at simple interest.

PROBLEM No. 71.—BY THE EDITOR.

A father left his four sons, whose ages are 15, 11, 7, and 6 years, \$28,885, to be so divided that the respective parts being placed out at 6 per cent. simple interest, shall amount to equal sums when they become 21 years of age. What are these parts?

PROBLEM No. 72.—BY THE EDITOR.

Three men carry a beam 20 feet long. One lifts at one end—where must the other two lift with a handspike so that all three may support an equal weight?

PROBLEM No. 73.—BY DANIEL KIRKWOOD.

Solve the equation $x^5 - x^4 = 2$.

PROBLEM O.—BY JACOB STAFF.

If a sphere in free space be struck by another sphere in motion, would it revolve on its own axis from the effects of the stroke, or would its centre move in the line drawn from the point of impact through the centre, and not revolve?

PROBLEM P.—BY THE EDITOR.

Circumscribe a given triangle with the least ellipse possible.

THE MATHEMATICAL MONTHLY.

The proposed Mathematical Monthly is to contain at least twenty-four pages in each number. The size of the page is to be one-third greater than that of the *Indiana School Journal*—the increase is to be in the width, the length being the same.

TERMS:

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Payable on the receipt of the first number.

This Journal is not intended merely for professed mathematicians, but especial pains will be taken to make it useful to students and the younger class of mathematicians. As proof of this interest, Mr. J. D. Runkle, the editor, offers the following "prizes for solutions, to the students in any institution of learning in the United States or British Provinces." The first prize is *ten dollars*, to be awarded by Prof. Joseph Winlock, Chauncey Wright, and Truman Henry Safford, to the student who sends the best solutions of the greatest number of the five prize problems proposed in any number in time for the third following number. The second prize is *a bound copy of the first volume of the Journal* to be awarded to the second in order of merit. No student shall be entitled to the same prize twice within the same year; but full credit will be given him in the award of the judges. Five prizes will be awarded by Prof. W. Perrel, J. B. Henck, and Prof. Geo. R. Perkins, for the five best essays, the best receiving *fifty dollars*, and the fifth in order of merit *ten dollars*. These essays must be received at or before the date of publication of the eighth number, that the award of the judges may be announced, and the essays published in the first volume.

Mr. Runkle will realize nothing for his labor in editing the *Journal*, and the prizes which he offers amount to nearly \$300 per annum. The publisher, John Bartlett, of Cambridge, Mass., will undertake the publication when the subscription will cover the cost of manufacture. We sincerely hope that the enterprise will not fail for want of support. It is needless for us to comment upon the great advantage of such a periodical to all lovers of mathematics, from the student in school to the ablest mathematicians in the country. Let your names be sent in immediately, that the *Journal* may be commenced soon. Delays are dangerous.

W. D. H.

GIVE your child a sound education. See that his morals are pure, and his mind well cultivated.

MATHEMATICAL WORKS.

(Continued.)

82. *Peacock's Arithmetical Algebra*, vol. 1, pp. 399, Cambridge, Eng.: 1842.
83. *Peacock's Symbolical Algebra*, vol. 2, pp. 455, Cambridge, Eng.: 1845.
84. *Grund's Plane Geometry*, pp. 190, Boston: Charles J. Hendee, 1841.
85. *Hayward's Geometry*, pp. 172, Cambridge: Hilliard & Brown, 1829.
86. *Thomson's Legendre's Geometry*, pp. 237, New Haven: Durrie & Peck, 1848.
87. *Hill's First Lessons in Geometry*, pp. 144, Boston: Hickling, Swan & Brown, 1856.
88. *Peirce's Geometry*, pp. 150, Boston: James Munroe & Co., 1847.
89. *Farrar's Legendre's Geometry*, pp. 223, Boston: Hilliard, Gray & Co., 1833.
90. *Bonnycastle's Geometry*, pp. 631, Charlottesville, Va.: Clement P. M'Kinnie, 1834.
91. *Loomis's Geometry*, pp. 226, New York: Harper & Brothers, 1849.
92. *Perkin's Geometry*, pp. 459, New York: D. Appleton & Co., 1855.
93. *Perkin's El. Geometry*, pp. 308, Utica: H. H. Hawley & Co., 1847.
94. *M'Curdy's Euclid*, pp. 156, New York: Collins, Brother & Co. 1847.
95. *Playfair's Euclid*, pp. 317, New York: W. E. Dean, 1844.
96. *Ryan's Playfair's Euclid*, pp. 311, New York: W. E. Dean, 1836.
97. *Smith's Geometry*, pp. 200, New York: Geo. P. Putnam, 1850.
98. *Whitlock's Geometry*, pp. 324, New York: Pratt, Woodford & Co., 1848.
99. *Simpson's Euclid*, pp. 416, Philadelphia: Desilver, Thomas & Co., 1838.
100. *Brewster's Legendre's Geometry*, pp. 316, New York: N. & J. White, 1832.
101. *Davies' Legendre*, pp. 297, New York: A. S. Barnes & Co., 1848.
102. *Dodd's Geometry*, pp. 237, New York: Farmer, Brace & Co., 1855.
103. *Scholfield's Plane Geometry*, pp. 376, New York: Collins, Brother & Co., 1845.
104. *Scholfield's Higher Geometry*, pp. 482, New York: Collins, Brother & Co., 1845.
105. *Hackley's Geometry*, pp. 221, New York: Harper & Brothers, 1857.

106. *Robinson's Geometry*, 270, Cincinnati: Jacob Ernst, 1850.

107. *Young's Geometry*, pp. 216, Philadelphia: E. H. Butler & Co.,
1848. W. D. H.

EDITORIAL MISCELLANY.

SOME OF OUR LITTLE TROUBLES.

We occasionally have a letter from a subscriber making complaints of the irregularity in the receipt of the *School Journal*. We do not mail the *Journal*; this is done by the printers, who are hired and paid by the Association for doing it. We keep the subscription and mailing books, and if a name is not duly and properly entered on the books that is our fault. If a name is overlooked when the *Journal* is sent, that is the fault of the printers' clerk. We shall be happy to correct all mistakes and will send copies, if our subscribers will inform us of any failure to receive. But do not imagine that the fault is always or even generally in the one who mails the *Journal*. The mails are in fault many times. We have personally attended to the mailing of copies of the *Journal* which never reached their destination, and know that Uncle Sam is not sure. Among all our exchanges we have hardly a complete volume of any year. But we began to speak of other matters—complaints in fact which we have to make against some of our subscribers, and not their complaints against us.

No. 1. Mr. ———, of R., writes us that he has returned to R. and wishes his *Journal* sent to that place. His name is somewhere on the book, and we have to hunt an hour or two to find it or we shall have to send two copies, one to the old and one to the new address.

No. 2. S. of W—E—, writes, "that T. C whose name I send is now at R., and wishes his *Journal* sent there." We naturally suppose that T. C.'s name will be found in W—E—, but we find ourself mistaken, and must again look over the whole book to find T. C.'s former residence.

No. 3. S. writes us as follows: "I enclose two dollars to pay for the subscribers whose names I sent you some time since." Who and where are the subscribers. True, after looking over our letters, we can find them, but it takes a good deal of time.

No. 4 is somewhat similar. A. B. writes: "I enclose one dollar to pay for J. C., whose name I sent a few weeks since." Here the name but not the place is given, and the subscription book must be searched till it is found.

We are constantly in receipt of such letters, and they make a great amount of work. We would therefore ask subscribers to be careful when they request changes to be made, to give their former as well as present address, and when remittance is made for a subscriber whose name has been previously sent, remember to give both the name and address.

Our memory we have always taken special pride in, but we can not carry our whole subscription list in it.

One word in regard to discontinuing the *Journal*. Should any person be impelled to do so (and we shall send out bills to many in this number), remember that returning a *Journal* to the Post-office of Indianapolis does not accomplish it. When a *Journal* is returned simply directed to our address, with no name on it, we have no means of learning where it came from or who wishes to discontinue. The Post Master in any place will inform any one of the proper method to be taken to discontinue a paper, provided he does not choose to take the best and surest way, *which is to write to the publisher*.

Those to whom we send bills or who know themselves to be indebted, will remember that this is a year which bears very heavily upon all periodicals, and *The School Journal* needs all its funds to meet its current expenses.

OBJECTION AGAINST TEACHERS.

The objections occasionally urged by school-officers and others against teachers often exhibit wondrous wisdom and insight—*e.g.*:

A Director was once asked how he liked a certain teacher. He replied, "Very well, as to bringing on scholars in their learning; but he has some singular notions about the school-room. Only think, he won't let them spit on the floor, *as if it was made for any thing else than to be spit on!*"

Another *authority* was visiting a school, upon a certain occasion. He opened a spelling-book near the end, where several columns of proper names were given, divided into syllables. His eye fell upon the word A-dam. He was a stickler for the moralities; and this was a terrible revelation of profanity. With horror in his countenance, he exclaimed, "My gracious! just look a here! But you shan't teach the scholars any longer to curse and swear, *any how;*" and with that, he thrust the book into the stove and stirred coals of fire upon its devoted head.

We once heard it objected to an intelligent teacher that he wasted a great deal of time, for he would never proceed with school-business unless there was perfect stillness in the room; that he would often make a class re-take their seats because they did not rise simultaneously when the signal was given, and that he was too particular about having his scholars "toe the mark."

The writer was once submitted to the terrors of a rather excited "district" meeting, because he would have his pupils sing songs to the tune of "Yankee Doodle," "Old Dan Tucker," etc., and because he "taught rethmetic without a book"

Not a thousand miles from the place where this is written, a most skillful teacher was dismissed from a school which he had in an admirable state of discipline and proficiency. One of the principal charges against him was, that he taught grammar without a book. The writer was invited to become this teacher's successor, and he visited the town "to see about it." The first question propounded to him by the County Commissioner was, "Do you teach grammar without a book?" We remarked it had been our custom to do so, with classes commencing the study. "That is enough," replied our County Commissioner; "I have been a *teacher of an academy myself* for many years, and I never had the presumption to suppose that I knew more than the man who wrote the grammar. We must have a teacher that will not set himself above the books." We took the hint and left on the next train.

School-officers and patrons, it might be modestly suggested, often need information in regard to methods and means of teaching, as well as the schoolmaster himself. It would do *them* no injury to visit Teachers' Institutes, and good schools.—*Illinois Teacher*.

CORRECTION.—In the January number of the *Journal*, among the names of the Committee on Institutes, on page 34, instead of J. B. L. Soule, Terre Haute, read Moses Soule.

EXCHANGES.

THE *Little Pilgrim*, after a long absence, comes to us as fresh and beautiful as ever. Of all the papers for children this is the best. The little folks will never tire of reading the stories of Grace Greenwood. Those who wish to subscribe will address L. K. Lippencott, Philadelphia, Pa. Terms, 50 cts. per year. To clubs of fifty it is sent for \$15. They also offer great inducements to teachers and others to act as agents. Send for a specimen number and a prospectus.

THE OHIO CULTIVATOR.—This excellent agricultural journal we are glad to greet again among our exchanges. It is one of the very best papers of its class, and although we can not claim to be much of a farmer, we always find it exceedingly interesting. Its circulation is large and increasing.

YOUTH'S FRIEND—The Longley Brothers, Cincinnati, also publish a very interesting child's paper, having the above title. It is only twenty five cents a year, and not long ago a large number of subscriptions were obtained for it in the schools of this city.

WE have just received a new and valuable exchange. "The Young Men's Magazine," published by N. A. Calkins, New York; Edited by Richard C. McCormick.

The May number has a fine engraving of Dr. Kane. Among the most interesting articles are, Biographical Sketches of Dr. Kane and Thomas Chatterton, Early Italian Reviewers, Royal Pageants of Constantinople, &c., &c.

THE SCALPEL comes to us this quarter as spicy and interesting as ever. The single article on Tobacco is worth the year's subscription. If any person wishes to take a good common sense Journal of Health, and at the same time get a rich and racy Periodical, get the Scalpel. It is one of the best exchanges we receive.

THE ATLANTIC MONTHLY, for May, is received. We have referred to this periodical before. It loses none of its interest, and is without question the best American monthly published.

IF Teachers want a good Phonetic Journal, subscribe for the Type of the Times, published by Longley Brothers, Cincinnati.

SARGENT'S SCHOOL MONTHLY is always interesting.

PHONETICS.—The Type of the Times, published by Longley Brothers, Cincinnati, copies our articles on spelling in the March number of the *School Journal*, and makes out a strong case in favor of Phonetics. There can be no question but that the introduction of the Phonetic orthography would dispense with a vast amount of labor. We know well the difficulty of teaching spelling, and we care not how soon our present nonsensical and barbarous method is supplanted by the simple and sensible one of spelling by sound.

HOW THEY SLANDER US.—The Galesburg *Free Democrat*, noticing the recent decision of our Supreme Court, says, "We would ask what, in the name of Heaven, is constitutional in the Hoosier State. That Supreme Court, if we mistake not, calls everything unconstitutional which is of benefit to the people at large. Liquor selling is perfectly legal there, and some other things which corrupt society and make taxes tenfold greater than those levied for school purposes. We think it would not do our Hoosier neighbors any harm to have their eyes opened a little on this subject.

NATIONAL MEETING.—Don't forget that on the second Wednesday in August, the teachers of the United States and Canada meet in Cincinnati. A great gathering is expected.

MR. H. B. WILSON, of New Albany, has received and accepted the Professorship of Mathematics and Civil Engineering in Hamline College, Minnesota. He enters upon his professional duties the first of September. Mr. Wilson has been for many years prominently connected with educational matters in this State. He has been one of the most active members of the State Associations, has attended County Associations, been engaged as a leader in Institutes, and is perhaps better acquainted with school matters throughout the State than any other man in it. His leaving will be a loss to our educational interests, while he will be a valuable acquisition to the educational corps of the young but enterprising State to which he removes.

W. T. WEBSTER, recent Principal of the High School in Indianapolis, has removed to his former residence and taken his former school at Lewiston, Maine. Mr. Webster was highly successful here, and his removal, caused by the suspension of the Free Schools consequent upon the decision of the Supreme Court, was much regretted.

DIED.—In New Britain, Conn., Mar. 24th, Prof. E. A. Andrews, L.L.D., aged 71 years. Up to the week previous to his death his mental and physical faculties remained entirely unimpaired. He was actively engaged upon a work (a revision of his large Latin Lexicon) which would have fully occupied his time for two years.

FROM all parts of the State we receive notices of the breaking up of schools and the removal of teachers. We hope to see a good gathering at Terre Haute in July, but, we fear, we shall miss many of the familiar faces which we have never failed to meet at former gatherings of the Teachers of Indiana.

THE meeting of Northern Indiana Institute at South Bend, advertised in the April number, has, we are informed, been given up. This is owing to the scattering of teachers, and the general breaking up of schools attendant upon the decision of the Supreme Court.

THE FIRE-FLIES OF SIAM.—Sir J. Bowring thus speaks of those remarkable insects:—"They glance like shooting stars, but brighter and lovelier, through the air, as soon as the sun is set. Their light is intense and beautiful in color as it is brilliant in splendor—now shining, anon extinguished. They have their favorite trees, round which they sport in countless multitudes, and present a magnificent and living illumination; their light blazes and is extinguished by a common sympathy. At one moment every leaf and branch seems decorated with diamond-like fire: and soon there is darkness, to be again succeeded by flashes from innumerable lamps, which whirl about in rapid agitation. If stars be the poetry of heaven, earth has nothing more poetic than the tropical fire-fly."

SEMI-ANNUAL MEETING OF THE INDIANA STATE TEACHERS ASSOCIATION, AT TERRE HAUTE, 20TH, 21ST, AND 22D OF JULY, 1858.

Tuesday, P. M., Organization—Social Meeting.

" Evening—Address of President, B. Hobbs, Esq., Annapolis.

Wednesday, A. M., Business—Reports of Committees for holding Institutes.

Wednesday, P. M., Business—Address, Rev. John Young, Indianapolis.

" Evening, Business—Address—Discussion of Topics in Addresses.

Thursday, A. M., Business—Discussion on Defects of Indiana School Law.

Thursday, P. M., Address—Discussion of the Question, "What are the most efficient agencies in judicious school government?"

Thursday Evening, Discussion of the Question, "Is it proper to award prizes for superior scholarship?"

Closing business, resolutions, &c.

The Executive Committee hope to perfect the arrangements by the next issue of the *Journal*.

THERE is some danger that showy accomplishments, such as declamation and English composition—often prematurely attempted—and dramatic exhibitions—which seem to me wholly out of place at school—will occupy the time and thoughts of teachers and pupils, to the neglect of thorough instruction in reading, writing, arithmetic, grammar, geography, history, and Christian morality, and other branches of a solid English education.—*Edward Everett*.

CHARLESTOWN, IND.—This place has for more than twelve years enjoyed the advantages of a popular English and Classical School, taught by Mr. Z. B. Sturgus. We think there are few teachers in the State who have continued so long in one place as Mr. Sturgus has.

PROF. HOSS' MECHANICAL PHILOSOPHY HUMANIZED.—Prof. Henkle says, he would reach the bottom in "a little less than no time," and hence the velocity would be a little more than infinite.

BOOK NOTICES.

THE AMERICAN EDUCATIONAL YEAR BOOK.—Feb., 1858. Boston: James Robinson & Co.; Albany: J. Cruikshank; Philadelphia: Hayes & Zell.

This is the second number of this exceedingly valuable compend of educational information. It is a compact, handsomely printed duodecimo of 252 pages, containing a vast mass of orderly statistics, history and

miscellaneous facts relating to the educational institutions, progress and present condition of the United States, including names of teachers, salaries, school laws, colleges, literary and learned societies, &c.; furnishing, in a small compass, a comprehensive and thorough survey of the machinery of the country for the mental and moral improvement of its inhabitants. The labor of gathering the materials for the work has been very great; and the ability shown by the editor, A. M. Gay, not less. We most urgently recommend all teachers to possess the work; it is an indispensable repository of knowledge relating to the past and present of their profession. It would be an extraordinary and not very creditable circumstance, if one such annual as this could not be maintained by the 120,000 professional teachers of the United States, while those of Germany give generous support to six or eight, of some of which, five or six thousand copies are sometimes sold within a month after publication.—*American Journal of Education*.

WEBSTER'S SPELLING BOOK —“At the age of twenty-five, five years after his graduation at Yale College—he in the meantime having studied law—Dr. Webster published that elementary compend called Webster's Spelling Book, of which more than thirty millions are said to have been printed, and from which probably more than three times as many people have learned to read as there are adults in the United States, and far more than all the adults who speak the English language in the world.”—*Dr. Haven*.

BARNARD'S AMERICAN JOURNAL OF EDUCATION. Hartford, Conn: The best educational periodical in the world. No teacher can afford to be without it. Contents of last number are:

Thomas Arnold as a Teacher. Rugby Grammar School. The School and the Teacher of Literature. Tendency of Misdirected Education and the Unbalanced Mind to produce Insanity. Memoir of Gideon F. Thayer. Of William A. Alcott. Of Henry Todd. History of System of Common Schools in Connecticut. Early Teachers in the Netherlands. Educational views of Erasmus. Educational services of Melancthon. History of American Colleges and Universities. Cumberland University, Tennessee. School Architecture.

LIFE THOUGHTS, *Gathered from the Extemporaneous Discourses of Henry Ward Beecher*. Phillips, Sampson & Co., Boston. In one vol. 12mo., 300 pp., price \$1.

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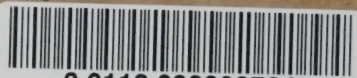
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